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# Monitoring of ESEA Consolidated Programs

School Year: 2014-15

— Guidance Document for LEAs —



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(This document can also be found on the Department of Public Instruction's website at:  
<http://esea.dpi.wi.gov/files/esea/pdf/monitoring-guidance.pdf>)

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The Department of Public Instruction (DPI) has oversight and monitoring responsibilities to review compliance within the federal Elementary and Secondary Education Act (ESEA) consolidated programs including Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; and Title III, Part A. The oversight and monitoring process includes an extensive review and approval process for all ESEA consolidated applications submitted by school LEAs/consortia. In addition, this process includes an on-site visit. This document is designed to provide guidance to LEAs on the required documentation and expectations during the on-site review process. The monitoring process is a review of programming and implementation, including fiscal components of the consolidated ESEA requirements and individual Title requirements.

It is important that LEA personnel participating in the ESEA programs participate in gathering and uploading required documentation as well as speak in depth to the programs monitored during the on-site visit. The ESEA Coordinator and the individual program coordinators responsible for program implementation must be present for the on-site visit as DPI staff will engage them in the interview process. It is also recommended that the LEA business manager be available for interviews if determined necessary by the on-site review team.

The DPI annually determines which LEAs are monitored for ESEA consolidated requirements based on multiple criteria: combined allocations for all ESEA grants; monitoring history; history of past audit findings; reports of fraud; and history of late application and late report submission.

## **Monitoring Process:**

DPI will monitor LEAs and consortia of varying size and programmatic responsibilities. A one day monitoring review will be held in the LEA office of the selected LEAs. Small teams of DPI staff will conduct the reviews. LEA/consortia will receive notification at least two months in advance of their scheduled visit, including logistical information, an agenda, and this monitoring guidance document (which can be found at [esea.dpi.wi.gov/files/esea/pdf/monitoring-guidance.pdf](https://esea.dpi.wi.gov/files/esea/pdf/monitoring-guidance.pdf)).

Monitoring reviews will cover broad or consolidated requirements—that is, common requirements across all Titles—as well as requirements specific to individual Title programs. The reviews are neither intended to be exhaustive nor to ensure compliance with each and every requirement within the law. Rather, they are to verify compliance with items required under ESEA Consolidated Program funding and major program requirements within Title I; Title II, Part A; and Title III, Part A. *Note – only Titles under which the LEA/consortium receives funds will be reviewed.*

1. DPI program staff will be verifying that the LEA/consortium met the following general requirements:

If an <b>Individual LEA</b> is Monitored	If a <b>Consortium</b> is Monitored
1) LEA Needs Assessment 2) Professional Development Plan 3) Private School Equitable Participation 4) Parents' Right to Know Provisions 5) Public Reporting Provisions 6) Fiduciary Responsibilities	1) Needs Assessment 2) Private School Equitable Participation 3) Written Plan

The **Individual Program Requirements** review will cover the major requirements within Title I; Title II, Part A; and Title III, Part A. *Note – only Titles under which the LEA/consortium receives funds will be reviewed.*

**The monitoring reviews will be divided into two main parts:** Document Collection and On-Site Visit.

### Document Collection

LEAs will submit all required documentation through the DPI Google Docs repository. Each LEA will have its own site developed by DPI. The requirements are based upon the statute found in the last authorized version of ESEA. The LEA must demonstrate compliance by producing an artifact exactly as described in the required documentation. LEAs will be able to begin uploading documentation once the monitoring dates have been selected. LEAs will have until five weeks prior to the visit to upload documents. DPI staff will review ahead of the on-site visit. If there is any documentation missing or incomplete, DPI staff will contact the LEA and there will be an opportunity to submit additional documentation prior to the on-site visit. Once all documentation has been submitted, DPI staff will review and determine specific guiding questions for the on-site visit.

### On-Site Visit

During the on-site visit, DPI staff will ask guiding questions on the different monitoring requirements. The purpose of the on-site visit is to gather more information related to each of these requirements. Specifically, the on-site visit will address any questions that were unanswered from the initial required documentation collection. Also, DPI staff is always interested in highlighting promising practices in LEAs, and the on-site visit will provide an opportunity for DPI to inquire about promising practices which can be shared with other LEAs.

Since the on-site visit will be a follow-up to the document collection, DPI staff may not ask all of the guiding questions in this document.

### Report/Results:

Preliminary findings will be presented to LEAs/consortium leaders at the conclusion of the on-site visit. A formal written report will be sent to LEAs/consortium leaders within six weeks after the visit. The formal report will include strengths, weaknesses, any corrective action necessary, and offer for technical assistance, if needed.

## Staff Contacts for ESEA Grant Programs

Updated: September 11, 2014

### Consolidated Programs (Entitlements)

Program	Name	Phone	E-mail
Title I, Part A—Improving Basic Programs	To find the Title I, Part A Consultant for your LEA, go to <a href="http://titleone.dpi.wi.gov/tlconsultant_dir">http://titleone.dpi.wi.gov/tlconsultant_dir</a>		
	Shelly Babler	(608) 267-1067	<a href="mailto:shelly.babler@dpi.wi.gov">shelly.babler@dpi.wi.gov</a>
	Roxie Hentz	(608) 264-9320	<a href="mailto:roxie.hentz@dpi.wi.gov">roxie.hentz@dpi.wi.gov</a>
	Jacqueline Walton	(608) 266-5184	<a href="mailto:jacqueline.walton@dpi.wi.gov">jacqueline.walton@dpi.wi.gov</a>
	Aundrea Kerkenbush	(608) 261-6322	<a href="mailto:aundrea.kerkenbush@dpi.wi.gov">aundrea.kerkenbush@dpi.wi.gov</a>
	Susan Piazza	(608) 267-1284	<a href="mailto:susan.piazza@dpi.wi.gov">susan.piazza@dpi.wi.gov</a>
	Christina Spector	(608) 261-6324	<a href="mailto:christina.spector@dpi.wi.gov">christina.spector@dpi.wi.gov</a>
	Sharon Suchla	(608) 266-3983	<a href="mailto:sharon.suchla@dpi.wi.gov">sharon.suchla@dpi.wi.gov</a>
	Myrna Toney	(608) 266-2690	<a href="mailto:myrna.toney@dpi.wi.gov">myrna.toney@dpi.wi.gov</a>
	Chrishirella Warthen	(608) 266-3625	<a href="mailto:chrishirella.warthen@dpi.wi.gov">chrishirella.warthen@dpi.wi.gov</a>
	Alfonso Zepeda-Capistrán	(608) 267-2287	<a href="mailto:alfonso.zepeda-capistran@dpi.wi.gov">alfonso.zepeda-capistran@dpi.wi.gov</a>
	Mary Jo Ziegler	(608) 267-1281	<a href="mailto:mary.ziegler@dpi.wi.gov">mary.ziegler@dpi.wi.gov</a>
Title I, Part C—Education of Migratory Children	Myrna Toney	(608) 266-2690	<a href="mailto:myrna.toney@dpi.wi.gov">myrna.toney@dpi.wi.gov</a>
	Alfonso Zepeda-Capistrán	(608) 267-2287	<a href="mailto:alfonso.zepeda-capistran@dpi.wi.gov">alfonso.zepeda-capistran@dpi.wi.gov</a>
Title I, Part D, Subpart 2—Local Agency Programs (Neglected and Delinquent)	Aundrea Kerkenbush	(608) 261-6322	<a href="mailto:aundrea.kerkenbush@dpi.wi.gov">aundrea.kerkenbush@dpi.wi.gov</a>
	Myrna Toney	(608) 266-2690	<a href="mailto:myrna.toney@dpi.wi.gov">myrna.toney@dpi.wi.gov</a>
Title II, Part A—Teacher and Principal Training and Recruiting	Abdallah Bendada	(608) 267-9270	<a href="mailto:abdallah.bendada@dpi.wi.gov">abdallah.bendada@dpi.wi.gov</a>
Title III, Part A, Subpart 1—English Language Acquisition and Language Enhancement	Jacqueline Iribarren	(608) 266-7292	<a href="mailto:jacqueline.iribarren@dpi.wi.gov">jacqueline.iribarren@dpi.wi.gov</a>
	Tolu Sanabria	(608) 267-9235	<a href="mailto:tolu.sanabria@dpi.wi.gov">tolu.sanabria@dpi.wi.gov</a>

# Consolidated Requirements

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## 1. LEA Needs Assessment

**REQUIREMENT:** The LEA shall use the state academic assessments and other indicators to review annually the progress of each school and identify needs.

*Section 1116(a)(1)(A), Section 2122(c)\**

The comprehensive needs assessment should:

- Involve a broad base of school and community stakeholders;
- Identify and analyze data;
- Identify areas of strength, growth, and improvement; and
- Prioritize needs.

### Required Documentation:

- ☐ 1.a. Synopsis of the needs identified by annual progress reviews

### Guiding Questions:

1. How does the LEA use student achievement and behavior data to identify the needs of all students?
2. Provide a brief overview (verbal and/or written presentation) of the LEA needs assessment processes. An effective and comprehensive needs assessment must take into account data from all aspects of the schools. Therefore, a comprehensive needs assessment may include a review of the following:
  - Student Achievement Data (including all sub-groups)
  - Community and LEA Demographic Information
  - Professional Development
  - Student Attendance
  - Student Behavior
  - Parental Involvement Activities and Responses
  - Teacher Readiness and Qualifications
  - Course Offerings
  - Community Perception of School Effectiveness
  - Teacher Expectations
  - Student Expectations
  - Parent Expectations
  - Community Expectations
  - Community and Business Partnerships
3. How are parents involved in the LEA needs assessment process?

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\* Unless otherwise noted, four digit section numbers refer to the Elementary and Secondary Education Act of 1965, as reauthorized by the *No Child Left Behind Act, Pub. L. No. 107-110, 115, Stat. 1425 (2002)*.

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4. What are the priorities identified by the needs assessment?
5. What strategies are being employed to address these priorities?
6. How do the identified priorities influence allocation of ESEA funds? Provide examples of how funds are integrated to address the priorities.

**REQUIREMENT:** The LEA shall publicize and disseminate the results of the local annual review to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served to meet the challenging state student academic achievement standards.

*Section 1116(a)(1)(C)*

## **Required Documentation:**

- ☐ 1.b. Communication of the results of the LEA's annual review of progress to parents and the public

## **Guiding Questions:**

1. Which of the methods used to disseminate the LEA's annual progress to parents, teachers, principals, schools, and the community did you find successful?

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## 2. Professional Development Plan

**REQUIREMENT:** The LEA provides a description of professional development activities that will be made available to teachers, superintendents, principals, and paraprofessionals in order to increase student achievement and eliminate the achievement gap in core academic areas between low-income and minority students and their peers.

*Section 1112(b)(1)(D), Section 2122(b), Section 2123(a)(3), Section 3212(a)(2), Section 3212(a)(2), Section 9101(34), Section 9501(a)*

### Required Documentation:

- ☐ 2.a. A copy of the professional development plan that (all are required):
- ☐ Includes a description of the opportunities offered to public and private school staff;
  - ☐ Includes strategies to address the needs of all students;
  - ☐ Aligns with the College and Career Ready standards and/or the Common Core State Standards;
  - ☐ Is founded on scientifically-based research; and
  - ☐ Was developed by key stakeholders (teachers, principals, administrators, other appropriate school personnel, parents of children in schools served, including parents of private school students).

### Guiding Questions:

1. Describe the professional development opportunities provided to teachers, principals, paraprofessionals, and pupil services personnel in order to increase achievement for all students in core academic areas in both public and private schools.
2. What process is used to ensure that the professional development opportunities are based on the results of the needs assessment in public and private schools?
3. How do you ensure that professional development activities, curriculum, and programs in core academic areas are aligned to the College and Career Ready standards and/or the Common Core State Standards, and based on scientifically-based research?
4. What strategies are used to enable teachers to address the needs of students with different learning styles including students with special needs, gifted and talented students, and students with limited English proficiency?
5. How do you ensure the professional development opportunities meet the definition of high quality? High quality professional development opportunities are connected through a broader



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strategy to eliminate the achievement gaps and are not exclusively one-day or short-term workshops or conferences.

6. How are the professional development plan and opportunities regularly evaluated for their impact on increased teacher effectiveness and improved student achievement in core academic areas?
7. How are the findings from the evaluation of the opportunities used to strengthen the professional development plan?

# Consolidated Requirements

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## 3. Private School Equitable Participation

**REQUIREMENT:** The LEA engages in timely and meaningful consultation with all private schools in its area regarding funds available under ESEA to address the needs of the private school students and staff members.

*Section 9501, Section 1120*

### Required Documentation:

- ☐ **3.a. Documentation** (meeting agenda/minutes; letter; email; and/or telephone records) demonstrating that consultation between the LEA and private schools continued throughout the implementation and assessment of activities under ESEA

### Guiding Questions:

1. How does the LEA ensure that the initial consultation takes place before the LEA makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel who participate in ESEA funded programs?
2. How does the LEA consult with the private school officials throughout the year?
3. If funds were transferred from Title II, Part A to Title I, Part A, how was the transfer communicated with private schools?
4. What progress monitoring assessments were used to determine student achievement, and how was the data used to improve instruction and services?
5. How does the LEA oversee and evaluate the private school services and programs funded with ESEA?

**REQUIREMENT:** The LEA shall provide eligible private school children, teachers, and other educational personnel services that address their needs under ESEA and are equitable to the services provided to participating public school children, teachers, and other educational personnel.

*Section 1115(b), Section 9501(a), Section 1120(a)*

### Required Documentation:

- ☐ **3.b. List of the multiple academic achievement measures used to determine the needs of eligible private school students.**
- ☐ **3.c. List of equitable services provided to private school students and staff.**

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## Guiding Questions:

1. How do you ensure that equitable services are provided to private school students and staff?

## **REQUIREMENT: The LEA shall provide services that are secular, neutral, and non-ideological.**

*Section 9501(a)(2), Section 1120(a)(2), Section 9501(d)(2)(A) and (B), Section 1120(b)(1)(H), Section 9501(c)(2), Section 1120(d)(2)(A) and (B)*

## Required Documentation:

- ☐ 3.d. List of providers (either LEA staff or vendors) that served private school students and staff
- ☐ 3.e. If there was a disagreement between the LEA and private school on the provision of services through a contract (vendor), a written explanation of the reasons the LEA chose not to use the contractor

## Guiding Questions:

1. How does the LEA supervise and evaluate ESEA funded services and programs for private school students and staff?
2. Was there any disagreement between the LEA and the private school(s) on the provision of services through a contract (vendor)?

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## 4. Parents' Right to Know Provisions

**REQUIREMENT:** The LEA has processes in place to carry out the parents' right to know provisions for teacher and paraprofessional qualifications and academic achievement in an understandable and uniform format and, to the extent practicable, in a language or format that parents can understand.

*Section 1111(b)(6)(B)(i), Section 1111(b)(6)(A), Section 1111(b)(6)(B)(ii), Section 1111(b)(6)(C)*

### Required Documentation:

- ☐ 4.a. Communications developed for use in informing parents of their right to inquire about teacher and paraprofessional qualifications
- ☐ 4.b. If applicable, communications developed for use in informing parents if their child has been taught by a teacher who is not highly qualified for four or more consecutive weeks
- ☐ 4.c. Communications developed for use in informing parents of each student's level of achievement on state academic assessments. **NOTE: please do not include student-level data**

### Guiding Questions:

1. What systems are employed by the LEA to ensure the parents' right to know provisions are recognized and effectively responded to? For example:
  - a. What is the process for annually informing parents, at the beginning of the school year, that they may request and receive information on the professional qualifications of teachers and paraprofessionals?
  - b. How does the LEA ensure every school is providing information to each individual parent on the level of achievement of their child in each of the state academic assessments?
  - c. What process is employed by the LEA to ensure each school provides individual parents with timely notice that their child has been assigned, or taught for four or more consecutive weeks in a core academic subject by, a teacher who is not highly qualified? (Core academic subjects include: English, reading or language arts, math, science, history, civics and government, geography, economics, the arts, and foreign languages.)

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- d. How do you ensure that the information provided to parents is in an understandable and uniform format and, to the extent practicable, in a language or format that the parent can understand?

**REQUIREMENT:** If the LEA or school uses ESEA funds to serve English language learners (ELL), the LEA or school shall inform the parents that their child/children have been placed in a language instruction educational program (which includes instructional services provided to limited English proficient students for the purpose of developing and attaining English proficiency) no later than 30 days after the beginning of the school year for continuing students. If a student has not been identified as ELL prior to the beginning of the school year, then the parents must be notified within two weeks of their child's placement in a language instruction educational program.

*Section 1112(g)(1)(A), Section 3302(a) and (b)*

## Required Documentation:

- ☐ 4.d. Communications developed for use in informing parents about students identified for participation in a language instruction educational program. Communications must include (all are required):
- ☐ The reasons for identifying their child as being limited-English proficient (LEP) and for placing their child in a language instruction educational program for LEP students;
  - ☐ The child's level of English proficiency as measured by the *ACCESS*;
  - ☐ The method of instruction that will be used in the program, including a description of alternative programs;
  - ☐ How the program will meet the educational strengths and needs of the child;
  - ☐ How the program will help the child learn English and meet academic achievement standards for grade promotion and graduation;
  - ☐ The program exit requirement, including the expected rate of transition from the program and the expected rate of graduation from secondary school;
  - ☐ How the program will meet the objectives of an individualized education program for a child with a disability; and
  - ☐ The parents' rights in writing, including:
    - A. The right to have their child immediately removed from a language instruction educational program on their request;
    - B. The options that parents have in declining enrollment of their child in such a program or in choosing another program or method of instruction, if available; and
    - C. Written guidance assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

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## **Guiding Questions:**

1. How do you inform parents of the educational offering within 30 days of being assessed for a language instruction educational program?
2. What process do you have in place for students who have been enrolled in the LEA since the previous school year?
3. For new enrollees, what process do you have in place to provide parental notifications within two weeks of a child being placed in a program?
4. How do you ensure that the information provided to parents is in an understandable and uniform format and, to the extent practicable, in a language or format that the parent can understand?

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## 5. Public Reporting Provisions

**REQUIREMENT:** The LEA has processes in place to carry out the public reporting provisions for annual report cards.

*Section 1111(b)(1)(C), Section 1111(b)(2)*

### Required Documentation:

☐ 5.a. Communications used to inform parents and the public about:

- ☐ The annual LEA report card provided by DPI; and
- ☐ The annual report cards for individual schools provided by DPI.

### Guiding Questions:

1. What strategies are used to ensure that parents and the public are informed of school and LEA performance?
2. How does the LEA ensure that the LEA and school report cards are accessible to all parents and the public?

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## 6. Fiduciary Responsibility

**REQUIREMENT: LEAs must keep time distribution records when federal funds are used in whole or in part for salaries and must compare Personal Activity Reports (PARs) to the budget on a quarterly basis.**

*OMB Circular A-87, Appendix B, Item 8-b*

### Required Documentation:

- ☐ 6.a. Sample time and effort records (semi-annual certifications and/or personal activity reports) for one employee funded by each applicable Title
  - ☐ Semi-Annual Certifications for employees with a single cost objective shall include the following (all are required):
    - Employer's name
    - Employee's name and position
    - Federal program name/CFDA #
    - Single cost objective
    - Reporting period
      - Shall not exceed six months
    - Employee's signature **or** signature of the supervisor with direct knowledge of the employee's work
      - A supervisor with direct knowledge of the work completed may sign one semi-annual certification for several employees working on the same cost objective during the same report period.
    - Date signed by employee or supervisor
      - Must be after the work was completed
  - ☐ Personal Activity Reports (PARs) for employees with multiple cost objectives shall include the following (all are required):
    - Employer's name
    - Employee's name and position
    - 100 percent of the work activities (All of the multiple cost objectives)
      - Include both local and federal program name(s)/CFDA #s and **not** just the work performed under the federal grant program
    - Reporting period
      - Shall not exceed one month
    - Employee's signature
    - Date signed by employee
      - Must be after the work was completed.



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- ☐ **6.b. Procedures demonstrating that the LEA's process to compare and, if necessary, reconcile Personal Activity Reports (PARs) to actual expense charged to the federal award on a quarterly basis.**

## Guiding Questions:

1. What documents (e.g., work schedule, class schedule, etc.) does the LEA use to support time distribution records?

**REQUIREMENT: LEAs must adequately safeguard all property purchased with ESEA funds, including property purchased for use by private schools, and must assure that it is used solely for authorized purposes.**

*EDGAR: 80.20(b)(3), EDGAR 80.32(d)(1), EDGAR 80.32(d)(2)*

## Required Documentation:

- ☐ **6.c. Property records that include (all are required):**
- ☐ A description of the property;
  - ☐ A serial number or other identification number;
  - ☐ The source of the property and who holds the title;
  - ☐ The acquisition date;
  - ☐ The cost of the property and percentage of federal funds used for the property;
  - ☐ The location of the property;
  - ☐ Use and condition of the property; and
  - ☐ Any disposition data including the date of disposal and sale price of property
- ☐ **6.d. Documentation that a physical inventory of the property is taken and the results are reconciled with property recorders at least once every two years.**

## Guiding Questions:

1. What procedures are in place to ensure that new property, purchased with federal funds, is included in the LEA's property management system? How is the person, responsible for property management, made aware of new purchases?
2. What procedures are in place to ensure that materials and equipment purchased for private school equitable participation under ESEA programs are included in the LEA's property management system?

# Consolidated Requirements

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**REQUIREMENT: LEAs may only use funds for allowable costs that are reasonable, necessary, and properly supported in accordance with applicable statutes, regulations, and program plans.**

*OMB Circular A-87, Appendix A, Section C*

## **Required Documentation:**

- ☐ **6.e. Expenditure reports (one for each Title's project code) demonstrating that ESEA funds were spent as approved in each Title's budget.** [Note: this documentation is required even if the LEA has a third party grant administrator assisting with the grant. This documentation is not applicable if the LEA joined a consortium.]

## **Guiding Questions:**

1. What is the LEA's process to determine which expenses are applied to each federal award?
2. Who is involved in the process to determine which expenses are applied to each federal award?

# Individual Program Requirements

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## **Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies (High Standards for Improving Achievement of Educationally Disadvantaged Students)**

### **Purpose**

The purpose of this grant is to provide financial assistance to local educational agencies and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. The grant contains provisions for ensuring that poor children enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

# Individual Program Requirements

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## 7. Title I, Part A – Comparability

**REQUIREMENT:** The LEA shall allocate state and local resources to its Title I and non-Title I schools in an equivalent manner. If a LEA is serving all schools with Title I funds, the LEA shall distribute state and local resources to each school on a comparable basis. *Note: LEAs exempt from the comparability report requirement are also exempt from this section.*

*Section 1120(A)(c)(2)(A)(B), Section 1120(A)(c)(3)*

### Required Documentation:

- ☐ 7.a. LEA's comparability policy and procedures
- ☐ 7.b. Documentation to support the data submitted to DPI via the electronic Comparability Report

### Guiding Questions:

1. How does the LEA ensure that each school is treated equitably regarding state and local resource allocation? (For example, how does the LEA ensure that each school is treated equally with regard to distribution of teachers, administrators, and other staff supported with state or local funds? Or, how does the LEA ensure that each student is treated equally with regard to distribution of curriculum materials and instructional supplies paid for with state and local funds?)

# Individual Program Requirements

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## 8. Title I, Part A – Schoolwide Programs

**REQUIREMENT:** LEA and its school support team shall develop a comprehensive plan for reforming the total instruction program in each school operating a schoolwide program.

*Section 1114(b)(1), Section 1114(b)(2)*

### Required Documentation:

☐ **8.a. Where applicable, a schoolwide plan for one school implementing the schoolwide model in each grade span (elementary, middle, high school) in the LEA. Each plan shall demonstrate compliance with the ten required components (all are required):**

1. Results of a comprehensive needs assessment
2. School wide reform strategies
3. Evidence that instruction is provided by highly qualified teachers
4. High quality professional development for teachers, principals, and paraprofessionals
5. Strategies to attract highly qualified teachers
6. Strategies to increase parent involvement
7. Activities to ensure struggling students are provided assistance
8. Plans to assist preschool children in the transition from early childhood programs to local elementary programs
9. Strategies to include teachers in the decisions regarding the use of academic assessments to improve achievement
10. Coordination of federal, state, and local funds and services

### Guiding Questions:

1. How does the LEA oversee each school's schoolwide plan implementation and annual review?

*Please have a school-level representative available (in person or via telephone) to answer the following:*

2. What are the methods used in each school to strengthen the core academic program, as well as to increase the amount and quality of learning time? Describe strategies for meeting the educational needs of historically underserved populations.
3. What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?
4. What are examples of changes to teaching and learning practices as a result of the evaluation process?

# Individual Program Requirements

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## 9. Title I, Part A – Targeted Assistance Programs

**REQUIREMENT:** Schools implementing a Targeted Assistance Program may only serve children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school, except that children from preschool through grade 2 shall be selected using developmentally appropriate measures. Also eligible for Title I services are children who attended Head Start or who received services under Title I, Part C in the previous two years, neglected or delinquent children, and homeless children.

*Section 1115(b)(1)(B)*

### Required Documentation:

For one school in each grade span in the LEA (elementary, middle, high) that has Targeted Assistance programs:

- ☐ 9.a. Criteria and assessment tools used to select eligible students
- ☐ 9.b. Criteria used to rank the eligible students most in need of academic assistance in reading and mathematics. *NOTE: please do not include student-level data*
- ☐ 9.c. If preschool services are provided, criteria used to identify the Title I preschool students

### Guiding Questions:

1. How do you review and revise your Title I program to ensure that the students most at-risk of failing are served? What criteria is used to determine which students may exit the Title I program?
2. What special populations, if any (e.g., homeless, migrant, neglected and delinquent), were found eligible and served in the schools that did not receive Title I funding?

# Individual Program Requirements

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**REQUIREMENT: Targeted Assistance Schools** use effective methods and instructional strategies grounded in scientifically based research. The progress of participating children is reviewed on an ongoing basis, and the Targeted Assistance Program is revised, if necessary, to provide additional assistance to enable such children to meet the state's challenging student academic achievement standards.

*Section 1115(c)(1)(C), Section 1115(c)(2)(B)*

## **Required Documentation:**

For one school in each grade span in the LEA (elementary, middle, high) that has Targeted Assistance Programs:

- ☐ **9.d. List of methods and instructional strategies in core academic areas used to support identified students**

## **Guiding Questions:**

*Please have a school-level representative available (in person or via telephone) to assist in responding to the guiding questions.*

1. If applicable, give an example of a time these strategies did not work for a student/students and modification was required. What was the outcome?
2. How are Title I services provided to ensure that students are not removed from the classroom during core instruction (e.g., pull-out, push-in, extended day, etc.)?

# Individual Program Requirements

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## 10. Title I, Part A – Parental Involvement

**REQUIREMENT:** Each LEA and school that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to, parents of participating children a written involvement policy. If the LEA-level policy applies to all parents, the LEA may amend that policy to apply to all schools receiving Title I, Part A funds. The policy must include parent involvement in the (1) planning, (2) review, and (3) improvement of Title I, Part A funded programs.

*Section 1118(a)(2), Section 1118(b), Section 1118(c)(3)*

### Required Documentation:

- ☐ 10.a. Either a) the LEA parent involvement policy and individual school policies OR b) LEA policy amended to include all schools
- ☐ 10.b. Documentation (agendas; summaries of meetings, focus groups, or advisory committees; sign-in sheets, etc.) demonstrating that parents were involved in the planning, review, and improvement of Title I, Part A funded programs

### Guiding Questions:

1. How are all parents of public and private school students who are served with Title I, Part A funds involved in the planning, the review of programs and services, and the improvement of programs and services supported with Title I, Part A funds intended to address those needs?
2. Is there an example of how the parental review led to a change in policy?



# Individual Program Requirements

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**REQUIREMENT:** Each school served with Title I funds shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's Title I program, explain the requirements of the Title I program, and the rights of parents to be involved in the Title I program.

*Section 1118(c)(1)*

## **Required Documentation:**

- ☐ 10.c. Documentation of an annual meeting to inform parents of their school's participation in Title I, Title I requirements, and parents' right to be involved.

## **Guiding Questions:**

1. What processes does each Title I school use to ensure communication regarding curriculum, assessment, and student benchmarks continues with parents (of public and private school students receiving Title I services) throughout the school year? What did you find to be most successful?

# Individual Program Requirements

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**REQUIREMENT:** Each school served with Title I shall jointly develop with parents for all children receiving Title I services a compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards.

*Section 1118(d)*

## **Required Documentation:**

- ☐ **10.d. A School-Parent Compact for one school in each grade span receiving Title I funds. Each compact shall describe (all are required):**
  - ☐ The school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables children receiving Title I services to achieve the state's high academic standards
  - ☐ The parents' responsibility to support their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating as appropriate in decision relating to the education of their children and positive use of extracurricular time
  - ☐ The importance of communication between teacher and parents on an ongoing basis

## **Guiding Questions:**

1. How does each Title I school ensure that the compacts are discussed with parents (of public and private school students receiving Title I services) at least annually?

# Individual Program Requirements

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**REQUIREMENT:** Each school served with Title I shall build capacity of parents to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

*Section 1118(e)*

## Required Documentation:

- ☐ 10.e. Documentation of opportunities for parents to build their capacity (such as family literacy nights, training for parents on the essential components of reading instruction to enable them to support the instructional practices of the classroom teacher, training for parents on how to access their children's homework via the internet, classroom volunteer opportunities, etc.)

## Guiding Questions:

1. What strategy/strategies has the LEA or school found to be the most beneficial to meaningfully engage parents of public and private school students receiving Title I services?
2. How does the LEA ensure that parental and community participation is promoted to include all parents of public and private school students receiving Title I services? This shall be inclusive of the population of the school, as well as those who are economically disadvantaged, have limited English proficiency, or are disabled?
3. What professional development opportunities does the LEA or school provide staff regarding parental and community engagement?

# Individual Program Requirements

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## 11. Title I, Part A – Coordination to Serve Homeless Students in Title I and Non-Title I Schools

**REQUIREMENT:** LEAs will ensure that homeless children enrolled in non-Title I schools receive comparable services to those provided to non-homeless students in Title I schools. The LEA must reserve Title I, Part A funds and/or use other state or local funds, as necessary, to provide services to homeless students in non-Title I buildings.

*Section 1113 (c)(3)(A), Section 1112(a)(1)(0)*

### Required Documentation:

- ☐ 11.a. The number of homeless students receiving services in each non-Title I school
- ☐ 11.b. If applicable, list of supplemental academic services provided to homeless students and funding sources
- ☐ 11.c. If applicable, list of supplies and non-academic supports/services provided to homeless students and funding sources

### Guiding Questions:

1. How are the needs of homeless students identified?
2. What is the process the LEA uses to ensure that adequate financial resources are made available to serve homeless students in non-Title I schools?
3. What are some examples of successful academic services provided to homeless students in non-Title I buildings?

# Individual Program Requirements

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## 12. Title I, Part C — Migrant Education

### **Purpose**

The general purpose of the Title I, Part C, and Migrant Education Program is to address the unique needs of migrant children to better enable migrant children to succeed academically.

This grant makes funds available to LEAs with migrant students enrolled in their schools for the purpose of ensuring these students receive full and appropriate opportunities to meet the same challenging academic standards that all students are expected to meet. These funds are to address the unique needs of migrant students and help reduce the educational disruption and other problems that result from repeated moves, enabling students to graduate from high school (or complete a GED) that prepares them for further learning and productive employment.

# Individual Program Requirements

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## 12. Title I, Part C – Migrant Education

**REQUIREMENT: LEAs with migrant students enrolled must ensure these students receive opportunities to meet the same challenging academic standards that all students are expected to meet.**

*Section 1001(2), Section 1112(b)(1)(j), Section 1120A, Section 1304(c)(2), Section 1306(a)(c).*

### Required Documentation:

☐ **12.a. Student selection process and criteria used for Title I, Part C services**

### Guiding Questions:

1. How does the LEA ensure that eligible migrant students receive the benefit of the locally provided programs and services on the same basis as the other children?
2. How does the LEA ensure that eligible migrant children receive the benefit of the supplementary Title I, Part A services on the same basis as other children?
3. What is the LEA's system for ensuring that the Title I, Part C funds are used to meet the unique needs of migrant students on a priority basis?
4. How does the LEA ensure that Title I, Part C funds are used to supplement, not supplant programs and services available to all students?
5. How does the LEA determine priority for service (PFS) students and eligible non-priority for service students, including out of school youth (OSY)?

# Individual Program Requirements

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**REQUIREMENT:** The effectiveness of Title I, Part C programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Part A.

*Section 1304(c)(5), Section 1304(d); 34CFR 200.84, 34CFR 200.83(a)(1)*

## **Required Documentation:**

- ☐ 12.b. State and local achievement data systems used to monitor migrant student progress
- ☐ 12.c. Aggregate LEA formative and summative data used to assess the academic achievement of all students. *NOTE: please do not include student-level data.*
- ☐ 12.d. Synopsis of the needs identified based on the data

## **Guiding Question:**

1. What process is followed by the LEA for ongoing monitoring of the migrant students' academic progress, the use of data for program improvement, and to inform parents about migrant students' academic needs and strengths?
2. What opportunities are provided for parents to provide input on how the program could be improved to address their children's needs and to express their concerns about their children's progress?
3. Please describe the needs assessment process and data utilized to make instructional decisions and plan the scope of service for migrant students.

# Individual Program Requirements

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**REQUIREMENT: A state educational agency or local education agency receiving assistance under Title I, Part C will make student records available at no cost to other state and local educational agencies, if the request is made in order to meet the needs of migratory children.**

*Section 1111(b), Section 1304(b)(3), Section 1308(a), Section 1308(b), Section 1308(b)(3).*

## **Required Documentation:**

- ☐ 12.e. Approaches used for transfer of vital migrant student information
- ☐ 12.f. Examples of information/data reports sent to other schools to support migrant students
- ☐ 12.g. LEA's Recruitment Plan
- ☐ 12.h. Recruiter's position description
- ☐ 12.i. Quality Control Plan to ensure accuracy of eligibility data

## **Guiding Questions:**

1. What constitutes the LEA's plan to transfer migrant student records to other states upon withdrawal of these students? Or when other states request student records?
2. What migrant student records were solicited from other states by your LEA and for what purpose?
3. What steps are taken by the LEA to ensure staff is adequately trained on identification and recruitment of eligible migrant students, and the reporting requirements?
4. What timelines are in effect for completion of recruitment tasks and submission of data to the department or to enter into the NGS data base, if your LEA enters the data?
5. Describe the Quality Control Plan in effect in your LEA to monitor and ensure the accuracy of the eligibility data.



# Individual Program Requirements

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**REQUIREMENT:** In the planning and operation of programs and projects at both the state and local agency operating level, these activities will be carried out in a manner that provide for the same parental involvement as is required for programs and projects under section 1118 of Title I, Part A, and in a format and language understandable to the parents.

*Section 1118, Section 1304(c)(3)*

## Required Documentation:

- ☐ 12.j. Examples of parent surveys in a language and format understandable to parents
- ☐ 12.k. Schedule of parent-teacher conference opportunities, including school-based, home-based, and camp-based
- ☐ 12.l. Documentation of implementation of the Title I, Part C parent involvement plan

## Guiding Questions:

1. What were the most effective approaches for keeping parents informed of their children's academic achievement progress or specific support needs?
2. What were the most effective approaches for enabling parents to provide input on program improvement or concerns?
3. What opportunities were provided for the parents to attend meetings focused on ways to support the learning of their children?

# Individual Program Requirements

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**REQUIREMENT:** To the extent feasible, the Title I, Part C programs and projects will provide for advocacy and outreach for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

*Section 1304(b)(3), Section 1304 (c)(6)(A), Section 1304(c)(6)(E)*

## Required Documentation:

- ☐ 12.m. Advocacy and outreach plan to support migrant students and families
- ☐ 12.n. List of resources used in making referrals for migrant families or students
- ☐ 12.o. Number and type of referrals made to other services, for education, health, nutrition, and social services **NOTE: please do not include student-level data.**

## Guiding Questions:

1. Describe efforts made to inform migrant students about opportunities to participate in academic and non-academic extra-curricular activities.
2. Report on any situation where a staff member referred migrant students to GED programs, pre-college programs, and informed them about post-secondary educational and career opportunities.
3. What information is provided to migrant families about availability of nutrition, health, and social services?
4. What process is followed when a migrant student is also found to be homeless?
5. What advocacy support does the LEA provide to all migrant students, particularly to those at the secondary level?

# Individual Program Requirements

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**REQUIREMENT: Funds used under Title I, Part C will be used to coordinate with similar intrastate and interstate programs and projects, as well as with other Federal, state, and locally funded programs that can benefit migratory children and their families.**

*Section 1120B, Section 1304(b)(3), Section 1306(a)(F), Section 1306 (a)(G), Section 1308(a), Section 1308(b)*

## Required Documentation:

- ☐ 12.p. Documentation of coordination meetings that included Title I, Part C, Title I, Part A, Title III, as well as special education and homeless program staff
- ☐ 12.q. Synopsis of how migrant students' course work/credit resolution issues are resolved through interstate coordination. *NOTE: please do not include student-level data.*

## Guiding Questions:

1. Describe how the LEA ensures there are ongoing opportunities for joint planning meetings between federal, state, and local program staff.
2. What training opportunities are provided to enable the LEA instructional staff related to serving the migrant students?
3. What are some examples of how the LEA's staff has engaged in interstate coordination to meet the academic or support needs of migrant students?
4. Describe any situations where course work started in Wisconsin was coordinated with another state resulting in the student's completion of work and attainment of credit.

# Individual Program Requirements

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## **13. Title I, Part D, Subpart 2—Education of Students Residing in Local Residential Neglected and Delinquent Institutions**

### **Purpose**

The Title I-D, Subpart (2) grant was authorized by Congress to assist LEAs and agencies to address the academic and support needs of at-risk children and youth living in residential institutions. It shares the same purpose as Title I, Part A—setting high standards for all students to achieve, providing academic support and related systems to these students, and ensuring that the standards are attained. Another key goal is to use grant funds to enable students to make successful transition from institutional status to further schooling and employment. Sec. 1421-1432.

# Individual Program Requirements

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## 13. Title I, Part D – Neglected & Delinquent

**REQUIREMENT:** The purpose of the Title I, Part D program is to accomplish objectives designed to meet the needs of at-risk students in the following areas, as applicable:

- Identifying student specific academic and other support needs
- Employment or training programs
- Transition plans of students
- Technology to support instruction
- Innovative program options and strategies that prepare at risk students for secondary school completion, training, employment, or further education

*Section 1421*

### Required Documentation:

- ☐ 13.a. A synopsis of objectives developed to meet the needs of at-risk students

### Guiding Questions:

1. Discuss the various approaches that are currently used to accomplish objectives designed to meet the needs of at-risk students.
2. Briefly describe how the collaboration and coordination efforts were carried out for program development and program evaluation processes. Who participated in the planning efforts for these areas?

# Individual Program Requirements

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**REQUIREMENT:** Transitional and supportive programs operated in LEAs under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative impact on meeting the transitional and academic needs of the students returning from correctional facilities.

*Section 1422*

## Required Documentation:

- ☐ 13.b. Data that demonstrates transition program outcomes which include credit recovery support and completion rates for secondary and post-secondary course work

## Guiding Questions:

1. Is the application submitted still reflective of the program being implemented?
2. What programs or strategies have been implemented with Title I, Part D funds to enable students to have transitional success at various levels? (*Examples: back to home school, community, employment, or post-secondary*)
  - a) How are students accessing credit recovery? How will students maintain the ability to return to home LEA and continue towards completion of education?
  - b) What career or post-secondary guidance do students experience?
  - c) How are students gaining post-secondary skills and credit? (*where applicable*)

# Individual Program Requirements

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**REQUIREMENT:** Each LEA receiving funds under the Title I, Part D, Subpart 2 must ensure a formal agreement is developed with correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system institution that will provide the programs for residential neglected and delinquent youth.

*Section 1423(2)*

*\*The formal agreement must clarify the roles and responsibilities of each party to ensure that students have the same opportunities as their peers in public education. The agreement must include LEA/institution representatives and, if applicable, third-party/CESA personnel in the development process and the formal agreement must clearly delineate the responsibilities and timelines of all appropriate parties from each entity.*

## **Required Documentation:**

- ☐ **13.c. Documentation should demonstrate that essential aspects of the formal agreement occurred, as written, including program and application planning, program assessment, and annual child count survey**

## **Guiding Questions:**

1. Was the formal agreement submitted during the current year carried out as it was written?
2. Are modifications necessary for the coming year to ensure the LEA and institution shared objectives are achievable? If so, what changes are being planned for the following year?

# Individual Program Requirements

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**REQUIREMENT:** Each LEA that conducts a program under Title I, Part D, Subpart 2 shall evaluate the program: disaggregate data on participation by gender, race, ethnicity, and age, to determine the program's impact.

*Section 1431, Section 1426*

## Required Documentation:

- ☐ 13.d. Samples of student progress data utilized for program evaluation. Data should include multiple measures. *NOTE: please redact any information that identifies individual students.*
- ☐ 13.e. Results of evaluations under this section to plan and improve subsequent programs for participating children and youth

## Guiding Questions:

1. In the programs provided, what data is available to determine the program's impact on the ability of participants:
  - a) to maintain and improve educational achievement;
  - b) to accrue school credits that meet state requirements for grade promotion and secondary school graduation;
  - c) to make the transition to a regular program or other education program operated by an LEA;
  - d) to complete secondary school or secondary school equivalency requirements, and obtain employment after leaving the correctional facility or institution for neglected and delinquent children and youth; and
  - e) as appropriate, to participate in post-secondary education and job training programs?
2. Based on the data, what revisions were made to the program?



# Individual Program Requirements

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**REQUIREMENT: LEAs may only use funds for allowable costs that are reasonable, necessary, and properly supported in accordance with applicable statutes, regulations, and program plans.**

*Section 1424, OMB Circular A-87, Appendix A, Section C*

## **Required Documentation:**

- ☐ **13.f. Expenditure reports for Title I, Part D, Subpart 2 demonstrating that funds were spent as approved in the online Title I approved budget. Note: this documentation is required even if the LEA has a third party grant administrator assisting with the grant.**

## **Guiding Questions:**

1. Who is involved in the process to determine which expenses are applied and entered into the online Title I, Part D, Subpart 2 budget?
2. What procedures are in place to ensure that new property, purchased with federal funds, is included in the LEA's property management system? How is the person, responsible for property management, made aware of new purchases?
3. What procedures are in place to ensure that materials and equipment purchased for private school/facilities/institution under Title I, Part D, Subpart 2 are included in the LEA's property management system?

# Individual Program Requirements

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**REQUIREMENT: LEAs must adequately safeguard all property purchased with ESEA funds, including property purchased for use by private schools/facilities/institutions, and must assure that it used solely for authorized purposes.**

*EDGAR 80.20(b)(c), EDGAR 80.32(d)(1)*

## **Required Documentation:**

### ☐ **13.g. Property records that include (all are required):**

- ☐ A description of the property;
- ☐ A serial number or other identification number;
- ☐ The source of the property and who holds the title;
- ☐ The acquisition date;
- ☐ The cost of the property and percentage of federal funds used for the property;
- ☐ The location of the property;
- ☐ Use and condition of the property;
- ☐ Any disposition data including the date of disposal and sale price of property; and
- ☐ Documentation that a physical inventory of the property is taken and the results are reconciled with property recorders at least once every two years.

# Individual Program Requirements

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## **14. Title II, Part A—Teacher & Principal Training & Recruiting Fund**

### **Purpose**

The purpose of this grant is to increase the student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classrooms and highly qualified principals in the schools. The selected goals may be directly related to the school LEA requirements of Chapter PI 34 of the Wisconsin Administrative Code. LEAs may also use these funds to recruit and hire highly qualified teachers.

The law requires all teachers and paraprofessionals working in a Title I Targeted Assistance School and funded by Title I, all teachers and paraprofessionals working in Title I Schoolwide programs (regardless of funding source), and all core academic area teachers to be fully certified. The law also requires LEAs to target funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for improvement.

# Individual Program Requirements

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## 14. Title II, Part A – Teacher & Principal Training & Recruiting Fund

**REQUIREMENT:** The LEA shall allocate resources to carry out activities allowed under Title II, Part A that are based on the analysis of the needs assessment and are aligned with Common Core State Standards and/or the Model Academic Standards in core academic areas. All activities shall be driven by scientifically based research and have sustainable, measurable, and positive impact on student academic achievement.

*Section 2122(b)(1-3)*

### Required Documentation:

- ☐ 14.a. Documentation to support the activities are based on the analysis of needs assessment, are aligned with Common Core State Standards or the Model Academic Standards in core academic areas, are driven by scientifically based research, and have impact on student achievement

### Guiding Questions:

1. What is the LEA process to ensure that activities are based on the analysis of the needs assessment?
2. What process is used by the LEA to ensure that the curriculum is aligned to the Common Core State Standards and/or the Model Academic Standards in core academic areas?
3. How did the LEA ensure that all proposed and undertaken activities are based on scientific research?

**REQUIREMENT:** The LEA shall develop and implement mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers including specialists such as literacy and mathematics coaches in all core academic areas.

*Section 2123(a)(1 and 2)*

### Required Documentation:

- ☐ 14.b. Recruitment plan including the position description, the application process, the interview, and the job offerings.

# Individual Program Requirements

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## Guiding Questions:

1. What process was used to post the vacant positions and do all postings clearly show the license requirements?
2. How does the LEA conduct candidate screening?

**Requirement: The LEA shall hire only highly qualified teachers (including special education teachers, as appropriate) to teach in Title I, Part A programs or to reduce class size using Title II, Part A funds. All core academic area teachers shall be highly qualified prior to the first day of employment.**

*Section 2113 (c)(15), Section 2123 (a)(2)(B), Section 1119(a)(1), Section 9101(23)*

## Required Documentation:

- ☐ 14.c. PI 9550-II-C Highly Qualified Plan
- ☐ 14.d. Written plan to ensure that no non-highly qualified teachers are paid with Title I, Part A or Title II, Part A funds
- ☐ 14.e. Written documentation that the LEA is offering financial resources such as tuition reimbursement, release time, and test preparation to non-highly qualified teachers in core academic areas

## Guiding Questions:

1. Does the LEA have a plan to ensure that all core academic teachers are highly qualified?
2. Are teachers that were hired to reduce class size highly qualified (regardless of hire date)?
3. If there are teachers not yet highly qualified as defined by ESEA, what types of services are provided for these teachers?
4. What process does the LEA use to ensure that all Title I teachers are highly qualified?
5. What process is used to ensure that all new teachers are receiving mentoring during the first year of teaching?
6. What services and resources are offered to teachers under emergency permits and/or licenses to become highly qualified?

# Individual Program Requirements

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**REQUIREMENT:** The LEA shall have a plan to ensure that minority and disadvantaged students are not taught by unqualified teachers.

*Section 1111(b)(8)(c)*

## Required Documentation:

- ☐ 14.f. Plan for equitable distribution of teachers

## Guiding Questions:

1. Does the LEA have a plan to ensure that minority students and students from low-income families are not taught at a higher rate than other students by unqualified teachers?

**REQUIREMENT:** The LEA uses funds under Title II, Part A to target schools with the lowest percentage of the highly qualified teachers, the highest average class size, and Focus and Priority Schools.

*Section 2122(b)(3)*

## Guiding Questions:

1. What process does the LEA have to ensure that all Title II, Part A funds are targeting schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are Focus or Priority Schools?

**REQUIREMENT:** If the LEA used funds to develop educator growth, the LEA is required to develop and implement initiatives to promote retention of highly qualified teachers and principals by providing incentives for improving the academic achievement of students. The LEA is also allowed to implement teacher advancement initiatives to promote professional growth.

*Section 2123(a)(4)(D), Section 2123(a)(8)*

## Required Documentation:

- ☐ 14.g. Documentation (timelines, meeting calendars or agendas, observation/rating schedules, and training schedules, etc.) demonstrating opportunities for teacher advancement initiatives to promote professional growth

## Guiding Questions:

1. What process is used to identify the teachers and principals with a high success in improving the student achievement?

# Individual Program Requirements

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2. What instruments are used by the LEA to measure student academic achievement?
3. What are the incentives offered to exemplary teachers and principals?

# Individual Program Requirements

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## 15. Title II, Part A – Qualifications of Paraprofessionals

**REQUIREMENT:** LEAs shall have all instructional paraprofessionals in schools implementing a Title I schoolwide program (regardless of funding source) and all instructional Title I paraprofessionals funded by Title I in Targeted Assistance schools being highly qualified.

*Section 1119(c) and (d)*

### Required Documentation:

- ☐ 15.a. Description of the process used to ensure that all new hires for paraprofessionals meet the ESEA requirements prior to employment
- ☐ 15.b. Names and credentials of all paraprofessionals in Title I schoolwide programs and Title I funded paraprofessionals in Title I targeted assistance programs

### Guiding Questions:

1. Describe the LEA process to ensure that all instructional paraprofessionals meet the ESEA requirements prior to employment.

**REQUIREMENT:** LEAs must ensure that instructional paraprofessionals may only provide instructional support services to students under the direct supervision of a highly qualified teacher as defined by ESEA.

*Section 1119(g)(3)(A)*

### Required Documentation:

- ☐ 15.c. List of paraprofessional assignments with names and the entity number of the supervising teachers
- ☐ 15.d. Position descriptions for paraprofessionals

### Guiding Questions:

1. What process does the LEA use to ensure that all instructional paraprofessionals are supervised directly by highly qualified teachers?
2. What process does the LEA use to ensure that the instructional paraprofessionals are executing lessons that have been designed by a highly qualified teacher?



# Individual Program Requirements

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## 16. Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students

### Purpose

1. To help ensure that children who are Limited English Proficient (LEP), including immigrant children and youth, **attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards** that all children are expected to meet.
2. To assist all limited English proficient children, including immigrant children and youth, to **achieve at high levels in the core academic subjects** (English, reading or language arts, math, science, history, civics and government, geography, economics, the arts, and foreign language) so that these children can meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.
3. To assist state educational agencies, local educational agencies, and schools in teaching limited English proficient students and serving immigrant children and youth to:
  - develop high-quality language instruction educational programs;
  - develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings; and
  - build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children.
4. To promote parental and community participation in language instruction educational programs for limited English proficient children.
5. To hold state educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
  - demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
  - adequate yearly progress for limited English proficient children, including immigrant children and youth.
6. To provide state educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children that the agencies believe to be the most effective for teaching English.
7. To ensure meaningful consultation with appropriate private school officials, and provide educational services to LEP students and educational personnel in private schools located in the geographic area served by the LEA.

# Individual Program Requirements

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## 16. Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students

**REQUIREMENT:** LEAs must use funds to increase the English proficiency levels of LEP students by providing high quality language instruction educational programs that are based on scientifically based research with demonstrated effectiveness in increasing: 1) English language proficiency and 2) student academic achievement in the core academic subjects.

*Section 3115(c)(d), Section 3116(a)(b)(c)(d)*

### Required Documentation:

- ☐ 16.a. Documentation that services provided to ELL students were based on scientifically based research:
  - ☐ Known to increase English language proficiency
  - ☐ Known to increase core academic content knowledge

### Guiding Questions:

1. How did the LEA develop, implement, or expand an existing program for English language learners in K-12 levels?
2. How did the LEA determine that the program is increasing English language proficiency and student academic achievement in the core academic subjects?

**REQUIREMENT:** All English language learners in grades K-12 must be annually assessed for English language proficiency.

*Section 3116(d)(2)*

### Required Documentation:

- ☐ 16.b. Documentation that ELL students were annually assessed.

### Guiding Questions:

1. How did the LEA assess ELLs for English language proficiency?
2. How did the LEA communicate results to parents?

# Individual Program Requirements

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**REQUIREMENT: Former Limited-English Proficient (FLEP).** LEAs must submit to the state a description of the progress made by students in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are no longer receiving services under Title III.

*Section 3121(a)(4)*

## Required Documentation:

- ☐ 16.c. Documentation of tracking Former Limited-English Proficient (FLEP) students for each of the two years post exiting (e.g., students who are currently in monitoring status)

## Guiding Questions:

1. What process does the LEA have in place to monitor ELL students that have reached English language proficiency (Level 6), known as FLEP students, for a two-year period?
2. What process does the LEA have in place for reporting monitored students' progress?

**REQUIREMENT: LEAs must hold elementary and secondary schools receiving funds accountable for:**

- A) meeting Annual Measurable Achievement Objectives (AMAOs) for English learners' development and attainment of English proficiency while
- B) meeting learners' adequate progress for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics; and
- C) annually measuring the English language proficiency of English learners.

*Section 3116(b)(3)(a)(b)(c)*

## Required Documentation:

- ☐ 16.d. Documentation of a plan to hold schools accountable for not meeting AMAOs

# Individual Program Requirements

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## **Guiding Questions:**

1. What system does the LEA have in place for parental notification when the LEA fails to meet AMAOs status, as required by Title III, within 30 days after the failure occurs?
2. What methods of informing parents of missing AMAOs status does the LEA have in place to meet the various language needs of parents?

## **REQUIREMENT: Teacher English language fluency and target language fluency.**

*Section 3116(c)*

## **Required Documentation:**

- ☐ 16.e. Documentation that all teachers serving ELL students have been assessed for oral and written language proficiency at the LEA level

## **Guiding Questions:**

1. How does the LEA ensure that teachers who work in a language instructional program for ELLs are fluent in English, and in the target language, if it is used in instruction?
2. Upon hiring new teacher candidates, how does the LEA assess oral and writing skills?

## **Appendix A – Definitions**

### **High Quality Professional Development**

The term high quality professional development refers to any instructional activities that:

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- Improve classroom management skills;
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification;
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- Provide instruction in methods of teaching children with special needs;
- To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- Include instruction in the use of data and assessment to inform and instruct classroom practice;
- Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents;
- Include activities that create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
- Include activities that involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research;
- Advance teacher understanding of effective instructional strategies that are strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging Model Academic Standards;
- Are aligned and directly related to Model Academic Standards, Teacher and Administrator Standards, and PI 34 provisions;
- Are aligned and directly related to the curricula and programs tied to the standards described in the above;
- Are integral part of broad schoolwide and LEA-wide educational improvement plans;
- Are high quality, connected, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom;
- Are not one-day or short-term workshops or conferences;
- Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- Provide follow-up training to teachers who have participated in activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and
- As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.

## **Highly Qualified Teacher**

A highly qualified teacher meets all of the requirements of PI 34 for the subjects and levels that he/she is teaching. The requirements include, but are not limited to, a bachelor's degree, completion of an approved licensing program, and a rigorous exam in the subjects being taught. In addition, a highly qualified teacher may be a teacher on record who is working under an emergency license or emergency permit who has all of the following: 1) a major or minor in the subjects he/she is teaching or passing scores on the Wisconsin Praxis II exam; 2) is enrolled in an approved program that can be completed in three school years; and 3) is receiving high quality professional development and intense supervision and mentoring.

## Scientifically Based Research

The term scientifically based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- Employs systematic, empirical methods that draw on observations or experiments and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on **measurements or observational** methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is **evaluated using experimental or quasi-experimental** designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that **experimental studies are presented** in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on their findings; and
- Has been **accepted by a peer-reviewed journal or approved by a panel** of independent experts through a comparably rigorous, objective, and scientific review.